

# Launching the Reader's Workshop



20 days  
of Lesson Plans,  
Activities,  
Organization  
Tips,  
and MORE!

# *A Note to Teachers*

This Reader's Workshop unit is the introduction to the workshop. It can be implemented at any time of the year, although I usually begin during the second week of school. After teaching several years of successful Reader's Workshops with students of different ages, I have compiled my most successful lessons and resources within this document.

I have outlined a sequence of mini-lessons and included possible scripts for the lessons. These mini-lessons may be taught in a different order than the one I've suggested, although some lessons do build on previous ones, so be sure to read through the contents carefully and make a decision based on your students' needs.

Wishing you a joyful year of the Reader's Workshop!

Happy teaching!

-Erica Trobridge

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# **The Overview and Structure of the Reader's Workshop**

The reader's workshop has a predictable routine, and there are certain steps that you will follow almost every time. The workshop method focuses on keeping the mini-lessons short, which leaves the majority of time for students to apply the skill you just taught (or have taught previously) during their independent reading time.

The reader's workshop begins with a mini-lesson, which usually lasts between 10-15 minutes. The teacher focuses on teaching one skill the students need to become better readers. When the students are dismissed from the meeting area, they go to read independently—this takes the majority of the workshop time, approximately 30-40 minutes. However, in the beginning of the year (or whenever you introduce the workshop model), you will begin by giving students much less time, maybe even only 5 minutes. Then they will gradually build their stamina each day during that first month until they reach the desired amount of independent reading time.

During students' independent reading time, you will confer with students independently or in small strategy groups, depending on your schedule and what you've noticed they need help with.

The last part of the Reader's Workshop is the Group Share, when students will come back to the meeting place and discuss (either with a partner or in front of the class) what they practiced and learned as readers. This generally takes 5 minutes or less.



# **Management Tips for the Reader's Workshop**

- ★ Create routines that are the same every day:
  - Where will students come for the mini-lesson?
  - How will you establish turn-and-talk partnerships?
  - How will students transition from the meeting place to their independent reading spots?
  - What will the Group Share look like?
  - Where will you post the conference schedule?
- ★ Create a system for students to get supplies (and show how to use them appropriately)
- ★ Organize your classroom library so that students can find what they're looking for... and be exposed to new things, too! (Book bins that are organized by level, but also by subject matter or favorite characters, for example.)
- ★ When behavior issues arise, have a system to discuss and deal with those issues so they don't become routine.
- ★ Establish expectations for student behavior:
  - reading the entire time (unless they are jotting down ideas)
  - keeping a reading log
  - being prepared for reading conferences with the teacher
  - setting goals for themselves and showing evidence of working towards these goals
  - getting started right away
- ★ When you meet with a student (or small group of students), make sure they jot down on a sticky note what you've asked them to try, so they can show you/remember it the next time you meet

# Desired Results for Students in the Reader's Workshop

(What do we want students to be able to do?)

- to spend the entire workshop reading (or talking about or jotting about reading)
- to be able to change thinking as they read
- to participate in discussions about texts with peers and teachers
- to support their thinking with evidence from the text
- to build strategies for comprehension from mini-lessons and conferencing
- to set reading goals for themselves and reflect on their progress
- to understand the power of literature to interpret issues and the world around them
- to keep track of their thinking in a reader's notebook



# Reading Survey

Name: \_\_\_\_\_

My favorite genres are:

**FAIRY TALES,  
FOLK TALES & FABLES**    **SCIENCE FICTION**    **POETRY**    **NONFICTION**  
**MYSTERY**    **FANTASY**    **REALISTIC FICTION**    **HISTORICAL FICTION**

My favorite topics to read about:

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Do you have any favorite characters?

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What book are you reading now?

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What are you good at as a reader?

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How do you feel about reading?



# Desired Results for Students in the Reader's Workshop

(What do we want students to be able to do?)

FORMS OF ASSESSMENT	WHAT WE LOOK FOR
-Observing during independent reading	<ul style="list-style-type: none"><li>• Are students staying focused during the entire reading time?</li><li>• Do they choose reading spots where they won't be distracted?</li></ul>
-Individual conferences	<ul style="list-style-type: none"><li>• Are students able to discuss their ideas about the texts they're reading?</li><li>• How are they incorporating strategies from mini-lessons into their reading?</li></ul>
-Reading logs	<ul style="list-style-type: none"><li>• Are students finishing their books?</li><li>• Are they reading a different book each day, or spending several days on one?</li><li>• How many pages do they read each day?</li><li>• Do they stick to a certain genre?</li><li>• Are they reading the same book at home and at school?</li><li>• Are there students who abandon a lot of books?</li></ul>
-Notebook entries	<ul style="list-style-type: none"><li>• How do students respond to the book they're reading?</li><li>• Do students show a variety of thinking?</li></ul>
-Status of the class	<ul style="list-style-type: none"><li>• Are students reading different genres?</li><li>• Are there students who seem stuck on a book or author?</li></ul>
-Listening to partner conversations during the turn and talk	<ul style="list-style-type: none"><li>• Which students contribute to the conversation?</li><li>• Who is commenting about plot? Character? Theme?</li><li>• Who responds to another person's comment (rather than only sharing their own)?</li><li>• Are they engaged during the read-aloud?</li></ul>

# Instructional plan

## The Habits of Good Readers Unit Planner

<b>Session 1</b>  SHARING A FAVORITE READING MEMORY	<b>Session 2</b>  TURN AND TALK ABOUT A FAVORITE BOOK	<b>Session 3</b>  WHAT IS "JUST RIGHT"?	<b>Session 4</b>  HOW TO USE THE CLASSROOM LIBRARY
<b>Session 5</b>  GOALS FOR THE READER'S WORKSHOP (Class Goals and Student Goals)	<b>Session 6</b>  A COMMUNITY OF READERS: WHAT DOES IT LOOK AND SOUND LIKE?	<b>Session 7</b>  READING LOGS	<b>Session 8</b>  SETTING A PURPOSE FOR READING
<b>Session 9</b>  ACQUIRING NEW VOCABULARY	<b>Session 10</b>  WHAT IS A READING CONFERENCE?	<b>Session 11</b>  GOOD READERS BUILD STAMINA	<b>Session 12</b>  GOOD READERS TALK ABOUT BOOKS
<b>Session 13</b>  KEEPING TRACK OF YOUR THINKING: STICKY NOTES	<b>Session 14</b>  KEEPING TRACK OF YOUR THINKING: READER'S NOTEBOOK	<b>Session 15</b>  INTRO TO NONFICTION Sharing nonfiction	<b>Session 16</b>  PREVIEWING NONFICTION
<b>Session 17</b>  WHEN TO ABANDON A BOOK	<b>Session 18</b>  REFLECTING ON OUR PROGRESS	<b>Session 19</b>  SIGNING UP FOR A STRATEGY GROUP	<b>Session 20</b>  SHOW WHAT YOU KNOW (Exit Slips)



Dear Families,

I'm happy to announce that we are ready to begin a new and important part of our daily routine-- the Readers' Workshop. The workshop model consists of a brief reading lesson, along with some partner practice, and teaches students how to apply reading comprehension strategies to the books they read throughout the year. The Reader's Workshop also focuses on the behaviors of good readers, and will be a time when we choose, read, and discuss wonderful and interesting books. We will learn and practice many reading skills throughout the year, but most importantly, we will learn to think more deeply about the text through practice, discussion, and reflection.

As a kickoff to this type of reading work, I would like to invite each student to bring in his/her favorite book to share and discuss with the class. Please have your child bring his/her favorite book to school on

\_\_\_\_\_.

Sincerely,

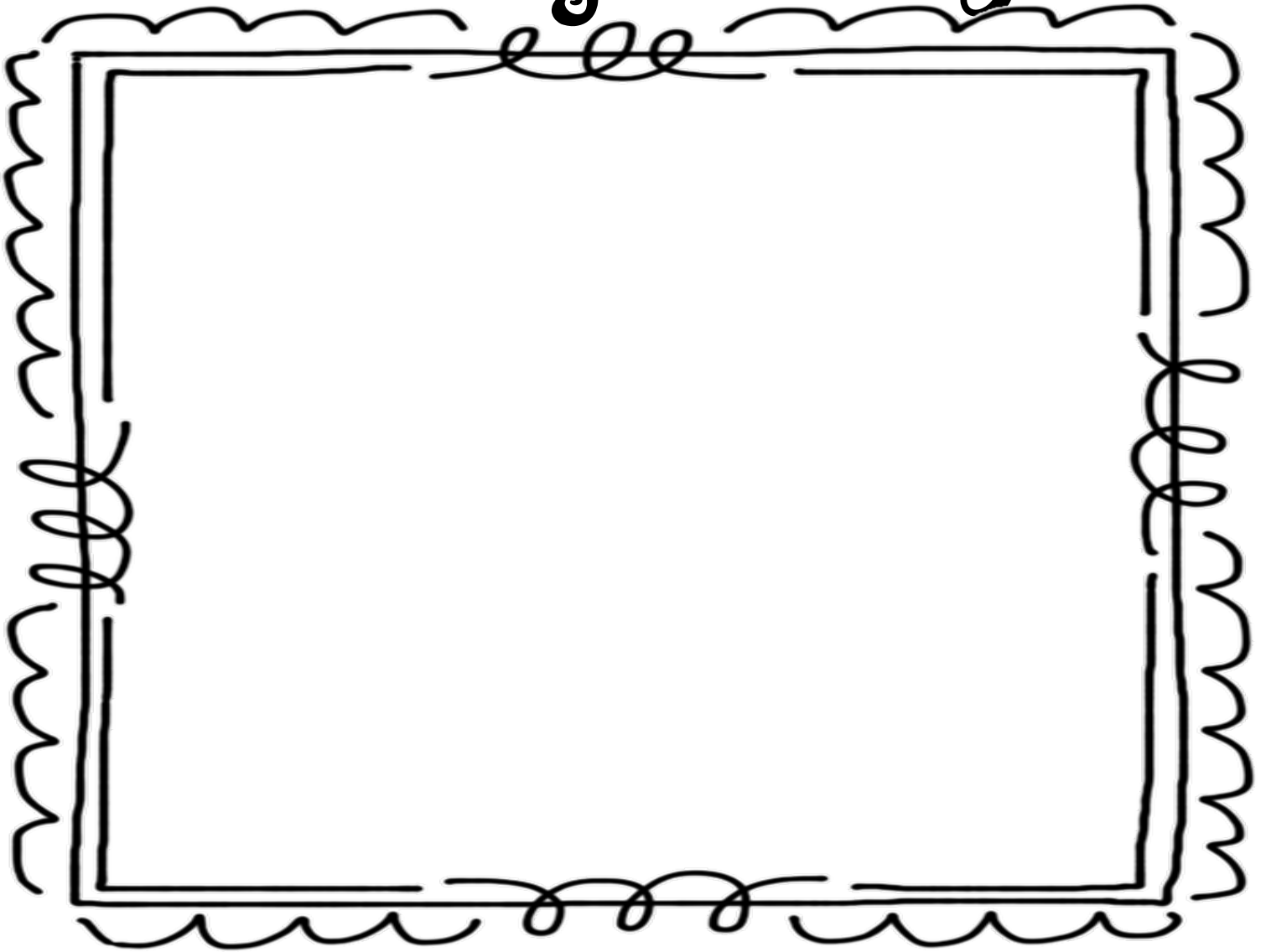


# Session 1

## SHARING A FAVORITE READING MEMORY

Materials	chart paper, markers student Reading Memory sheet
Connection	<i>As we get to know each other, I thought one of the important things we could discuss would be our favorite reading memories, those moments when reading felt like the best thing in the world. Today, we're going to think about and share our best reading memory.</i>
Teaching	<p><i>One of the techniques that helps me remember something is to draw a quick sketch. This helps me go back to that moment and picture it in my head.</i></p> <p><i>Now sketch your own reading memory. As you sketch, remind students that they should only be paying attention (without talking), because this is what will be expected of them during all "Teaching" segments of the Reader's Workshop mini-lessons.</i></p> <p><i>After you finish: Did you notice how I didn't spend much time drawing this sketch trying to make it perfect? This sketch will work to remind me of my favorite reading memory so that I can talk to you about it.</i></p> <p><i>(Talk to students about the reading memory/picture.)</i></p> <p><i>My favorite reading memory is reading a book under a "fort" made of card tables with sheets covering them. I put lots of pillows under there to make it comfy, along with a little reading lamp and some stuffed animals. One of the reasons I use this memory is because it is not going to be the same memory for any of my students, and it prevents them from drawing the same thing.</i></p> <p><i>Students, take a second to close your eyes and see if you can picture me reading inside my fort. You can think about my sketch and what I told you so that you can make a picture in your minds. I'm going to write a few sentences underneath to remind myself of that time.</i></p> <p><i>Even though I have lots of great reading memories, did you see how I decided on this and sketched it quickly? Did you notice how when I sketched it, I really tried to picture in my mind what it looked like when I was reading inside my card table fort so that you guys could picture it too?</i></p>
Active Engagement	<p><i>Now, I want you to think about a reading memory that you have. Close your eyes. (Wait 15 seconds) Now, turn and tell the person sitting next to you about your favorite reading memory.</i></p> <p><i>Listen to conversations and make sure everyone has a turn.</i></p>
Independent Practice	<i>What great reading memories you guys have! And I'm excited that our classroom will be a place where you can make new reading memories. Today you're going to sketch your reading memory so that the rest of us can picture them, too. Then, when it's time for you to read, we're going to try to make our classroom the kind of place where you can make new reading memories.</i>
Group Share	<i>Students share their sketches and reading memories. (You might choose to use these for a bulletin board or student portfolio.)</i>

# A Favorite Reading Memory



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# Who's My Partner?

## CLASS LIST

PARTNER 1	PARTNER 2

## Session 2

# TURN AND TALK ABOUT A FAVORITE BOOK

### Materials

- A favorite book for each student. This could be brought from home (see attached sample letter to families), or from the classroom library. Students bring their books with them to the meeting area and sit on them during the lesson (or whatever the teacher prefers so the books don't become a distraction during).
- A book to read aloud. It would be helpful to have a reliable student to demonstrate with you
- Books/book bins on students' desks or tables for them to access during independent reading
- Chart paper (to create an anchor chart: What is Turn and Talk?)

### Connection

*We have begun having Reader's Workshop, a time in our daily schedule when we will be doing a lot of thinking and talking about the books we are reading. Good readers learn from their partners and themselves this way. Today we will be talking about one of our favorite books with a partner.*

### Teaching

Note to teachers: You may choose to designate partnerships with a Partner 1 and a Partner 2, and tell students before each turn and talk which partner should begin. This helps prevent the same (stronger) student from always being the one to talk first.

*As we are learning about a book and reading during our minilesson, we will need to talk and discuss our ideas with someone. We need a way to do this that shows respect for everyone and helps us do our best thinking and learning. One way to do this is to "turn and talk" to someone sitting next to you. When you turn and talk, you will be talking to your partner about whatever I have asked you to talk about together. When you turn and talk, it is important that you use respectful behavior. This means you face the person you're talking to, and you and your partner should look at each other as you pay attention to what you are saying to each other. You should also take turns with your partner as you talk, without interrupting each other. When you turn and talk you should use a quiet voice, since you are sitting right next to the person you are talking to, and you don't want to disturb other kids who are talking to their partners. Finally, when turn and talk is finished and you are asked to stop talking so that you can go back to listening to the lesson, you should do so right away so that we can continue learning.*

Demonstration: As I show you what the turn and talk looks like, I want you to notice the things I do so we can include those behaviors on our anchor chart for "What is Turn and Talk?". Watch me as I do a turn and talk about my favorite book that I brought.

Role-play a turn and talk with a child sitting near you. Talk for a couple of moments about your favorite that you brought with you to the meeting area, possibly mentioning its title, interesting things about the character, other reasons you like it, comments about the illustrations, how the author does something unique, etc.

*Who can tell me what you noticed about how I turned and talked to my partner?* Elicit some responses about how the discussion with a partner went, focusing on the key points made in the focus lesson about respectful and accountable talk to a partner. Add these things to the anchor chart. Possibilities include face each other, make eye contact, ignore disruptive behaviors, stay on topic, etc.)



## Session 2

# TURN AND TALK ABOUT A FAVORITE BOOK

### Active Engagement

*Now who can tell me what I talked about with my partner as I discussed the favorite book I brought? Elicit some responses about the topics of your discussion with your demonstration partner about the book you selected. (You can write some of the possible topics on chart paper so that students can remember what might be discussed at this time).*

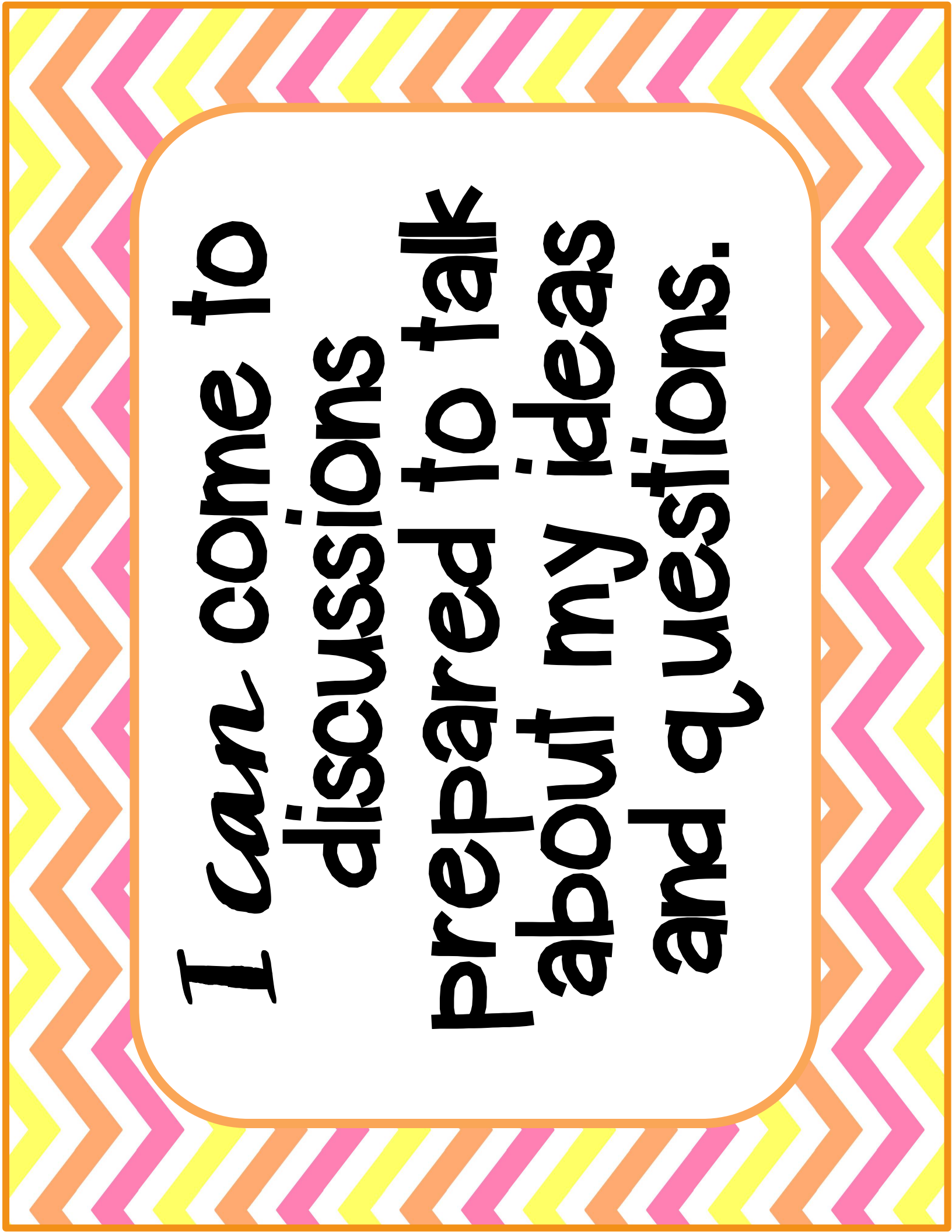
*Now it's your turn. You will turn and talk to a partner about the favorite book you have brought, just like you watched me do during my demonstration. Have students turn to a partner next to them (or to a partner you've assigned) and tell each other about their favorite book. Listen to the conversations. (I usually remind students about halfway through to let the other person talk using the Partner 1/Partner 2 system.)*

### Independent Practice

*Now you will be going off to do Independent Reading. Remember, this is a quiet time in our classroom to enjoy books. When you walk quietly to your desk/table, you may reread your favorite book you brought, or you may choose a book from the basket that is there. You may also read the favorite book of someone else at your table who would like to share. If you finish you may reread the book you chose or quietly choose another. When we come back together I will want to hear about a book you enjoyed today, so think about that while you are reading.*

### Group Share

*Turn to a partner and talk about what you read today. Take turns talking about your books. Be sure to practice the turn and talk behaviors we've discussed and listed on the anchor chart.*



*I can come to*  
discussions  
prepared to talk  
about my ideas  
and questions.

## Session 3

### WHAT IS "JUST RIGHT"?

Materials	<ul style="list-style-type: none"> <li>- Books at various reading levels/interests/genres for you to choose from during the minilesson</li> <li>- Chart paper (to create an anchor chart: "How to Choose a Just-Right Book")</li> </ul>
Connection	<p><i>As we begin choosing books for our book bin, we have to make sure the books we choose are books we can read and enjoy, because they are at our "just right" level.</i></p>
Teaching	<p><i>One of the ways we make sure a book will be just-right for us is to preview it first. This will help us decide if we're interested in the topic and characters, and whether we'll understand the writing. Good readers choose books that they can read easily and understand, NOT ones that are difficult. This way we can do our best thinking during independent reading.</i></p> <p><i>Let me show you how good readers choose a just right book. Watch how I choose my books and notice how I decide if the books are "just right." (Model choosing a book that you're interested in. Discuss book cover, back of the book blurb, illustrations, characters, genre, whether you can read it smoothly and then talk about it afterwards, etc.)</i></p> <p><i>Chart these on an anchor chart "How to Choose a Just-Right Book."</i></p>
Active Engagement	<p><i>Turn and talk to a partner about what you noticed about how I chose just right books. [Allow about 1 minute for partners to share ideas.]</i></p> <p><i>Let's share our ideas about how to choose a just right book. Who can tell me something that you noticed about choosing a just right book?</i></p> <p><i>If needed, add ideas to the anchor chart Choosing a Just Right Book. (Post chart in the classroom.)</i></p> <p><i>Using what you know about previewing this book, think about if you are interested in reading it and why. Turn and talk to a partner about this.</i></p>
Independent Practice	<p><i>Today you will be choosing a few just-right books for your book bin. Once you choose your book, preview it, then read a few pages. Could you read it smoothly? Did you "read it like you talk?" Did you know all of the words? If a book is just right, you can read the words, understand the story, and explain it to someone else.</i></p> <p><i>From now on when you are choosing books to read, try previewing them with these strategies in order to see whether or not the book is just right for you. After you've finished selecting your books, you will spend the remainder of the time reading on of the books you've chosen quietly to yourself.</i></p> <p><i>Students will spend most of their Independent Reading time today looking for books and adding them to their book bin/bag.</i></p>
Group Share	<p><i>Let's share some things you noticed as you looked for "just right" books for your book bin...</i></p> <p><i>Did anyone find a book that was not just right? How did you know?</i></p>

*I can use a  
variety of  
strategies to  
choose a “just  
right” book.*

## Session 4

# HOW TO USE THE CLASSROOM LIBRARY

Materials	<p>Note: You will need to determine how you want to organize your library, and teach this lesson accordingly. Some possibilities include organizing books by level, genre, interest, character, etc. Many teachers have fiction books leveled, and have a separate section for nonfiction books that are not leveled, but are instead organized by topic.</p> <p>-Anchor chart prepared ahead of time: "How We Use Our Library"</p> <p>Possible details to include on anchor chart:</p> <ul style="list-style-type: none"> <li>- books are leveled by difficulty</li> <li>- each book is labeled with a sticker by level (topic, etc.)</li> <li>- informational books are grouped by topic but not leveled</li> <li>-if a book is missing pages, put it in the bin labeled "book hospital"</li> <li>-if you take a book out a bin to preview it, make sure to return it back where you found it (if you don't choose to read it)</li> <li>-handle books gently</li> </ul>
Connection	<p><i>We have been talking about the behaviors of readers during the Reader's Workshop, and you have already learned how to choose a "just right" book. So, now we will discuss how to use and take care of our classroom library.</i></p>
Teaching	<p><i>Our classroom library is a special place that we will be choosing books from once each week throughout the school year, so it's important for you to know how it's organized. Each week, we will have a "book shopping" day. This is when you'll choose all of the books for your bin for the entire week. This means, if you are reading shorter books, you will probably need 8 or 10 books to last the week. If you are reading longer books, you might only need 2 or 3.</i></p> <p><i>As you look around our classroom library you might notice some things about the way it's organized. Today I want to show you some of the ways I decided to organize all of our books so that they're easy to find and to put away in the right place. Books are special and we need to take care of them. Good readers are careful with keeping books in the right place and make sure they handle them gently.</i></p> <p>Demonstration: Show the class how the library is organized (author, genre, topic, level, etc.) and discuss how the books are stored and/or labeled (bins, colored dots, stickers, etc.).</p> <p>Model the following:</p> <ul style="list-style-type: none"> <li>--how you would choose a book and use the organization system to help you</li> <li>--how you would put a book away, using a book you have on hand</li> <li>--how to know where the book should go when finished.</li> <li>--how you carefully take books out of your book bin and place them in a pile to be returned at the end of the week</li> <li>--how carefully you handle the book (without folding it) and turn the pages -- how you put books back in facing forward, without shoving them</li> </ul> <p>Note: Students should keep their bin in the same spot each day. This maximizes reading time and minimizes interruptions and arguments.</p>
Active Engagement	<p><i>Turn to a partner and talk about what you noticed about our classroom library setup and routines. [Allow about 1 minute for partners to share.]</i></p> <p><i>Let's share our ideas and questions about how and when we use our classroom library.</i></p>
Independent Practice	<p><i>As you go to independent reading today, I would like for you to think about the number of books you have in your book bin. Will they be enough to last until our next book shopping day on ____? If not, go ahead and add the number you need from our class library, and then begin your independent reading.</i></p>
Group Share	<p><i>How did it go when you chose the books for your book bin? Was it easy? Was it hard? Why?</i></p>



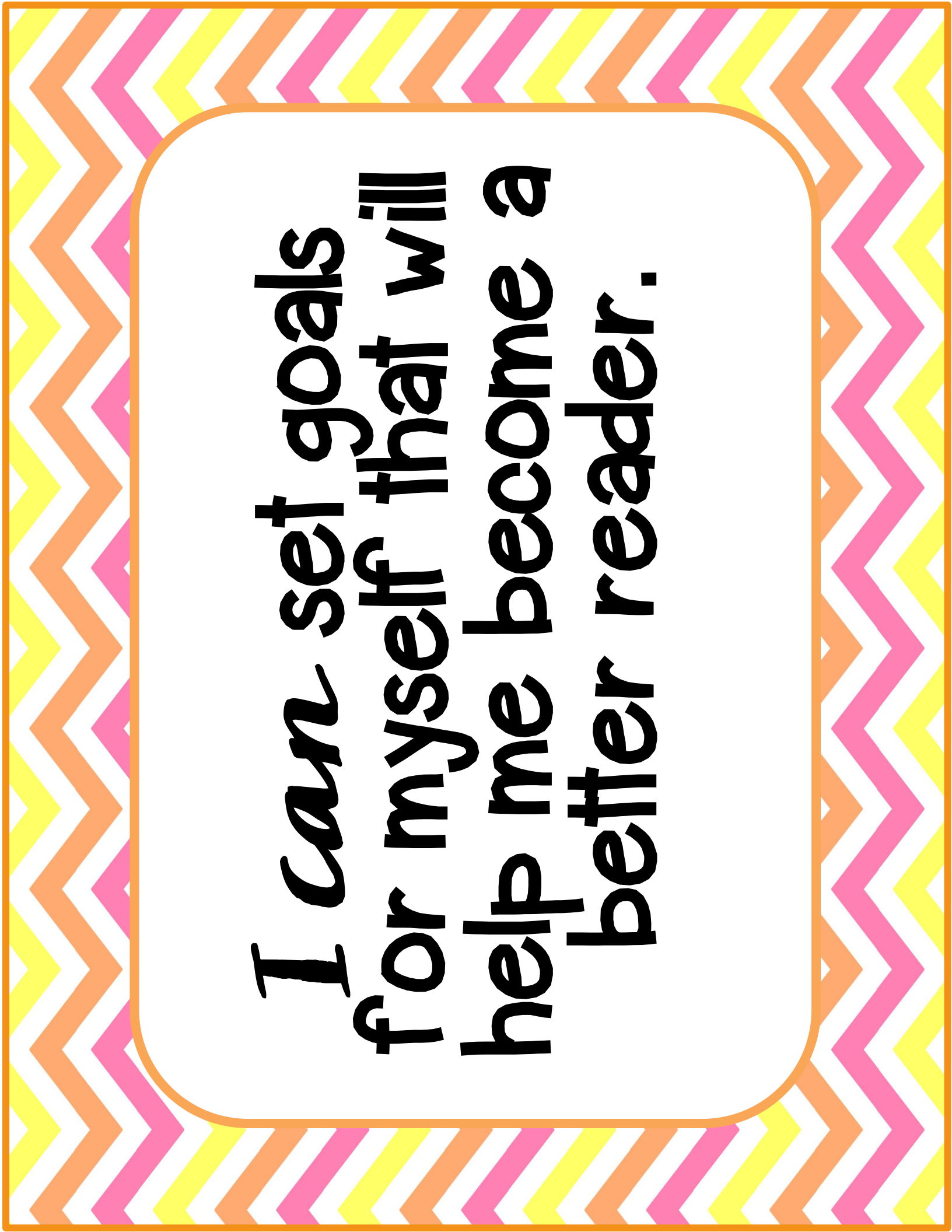


*I can use and*  
**take care of our**  
**classroom library.**

## Session 5

# GOALS FOR THE READER'S WORKSHOP

Materials	-Anchor chart "Class Reading Goals"
Connection	<i>One of the important things that I think about at the beginning of each unit (whether it's math or reading or science) is what I want you to be able to do at the end. So today, we're going to talk a bit about what I expect you to be able to do by the end of the year, after all of our Reader's Workshop lessons. These things are kind of year-long goals for us as a community of readers. I keep these goals in mind as I plan all of our lessons. And after I tell you what these goals are, I'd like for you to think about and set your <u>own</u> goals that will help you work toward achieving our class goals.</i>
Teaching	<p>Discuss your class goals for the Reader's Workshop. I've attached a copy of what I want my students to be able to do, but you can alter as needed based on the needs of your students.</p> <p>Now, I'd like for you to think about a small goal you want to focus on <u>first</u> as a reader. This should be something that you already know you have difficulty with... something that you think will help you achieve one of the goals I've just mentioned for you as readers. Your individual goals should be small and specific, such as "choosing 3 "just right" books to read this week," or "Keep an accurate reading log for the entire week." You should also be able to identify <u>when</u> you will achieve this goal. In the two examples I gave, notice that I gave a time frame for when I would accomplish the goal.</p> <p>As I meet with each of you throughout the week, we will make sure your reading goals are specific, measurable, and realistic.</p>
Active Engagement	<i>I'm wondering what goals you guys have as readers. What do you want to work on so that you become better, stronger readers? Turn and talk to your partner. And partners, make sure that the goals are small, specific, and have a time indicated for when they'll be accomplished.</i>
Independent Practice	<p>Before you go off to read independently, I'd like for you to write down one goal that you've discussed with your partner so that you become a better, stronger reader. Provide a goal tracking sheet to students so they can write down their first reading goal. They can keep this goal sheet in their book bins so they can reflect on it at any time and it's accessible during your conferences.</p> <p>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</p> <p>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</p>
Group Share	<i>Let's share some of your goals you thought of today.</i>



*I can set goals*  
for myself that will  
help me become a  
better reader.

# MY READING GOALS

Date

Goal

Achieve by

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Class Reading Goals

- Spend the entire workshop reading (or talking about/jotting about reading)
- Be able to change thinking as we read
- Participate in discussions about texts with peers and teachers
- Support our thinking with evidence from the text
- Build strategies for comprehension from mini-lessons and conferencing
- Set reading goals for ourselves and reflect on our progress
- Understand the power of literature to interpret issues and the world around our
- Keep track of our thinking in a reader's notebook



# Session 6

## A COMMUNITY OF READERS: WHAT DOES IT LOOK AND SOUND LIKE?

Materials	chart paper and markers for anchor chart: <i>"What Independent Reading Looks Like and Sounds Like"</i>
Connection	<i>We have been getting to know each other and learning a bit about the Reader's Workshop during these past few days. Today we are going to identify what the Independent Reading part of the workshop looks and sounds like.</i>
Teaching	<p><i>There are three parts to Reader's Workshop. The first part is called the "mini-lesson," which is what we are doing right now. During the mini-lesson we come together in our meeting area and learn some things about becoming better readers. The second part of Readers' Workshop is called "Independent Reading." During Independent Reading we practice the things we learn during the mini-lesson by reading by ourselves. During this time, I will come around and listen to you read, talk to you about reading, and possibly teach you one other thing about reading. The last part of Readers' Workshop is called the "group share". This is when we'll come back together in our meeting area and share about something we did as readers.</i></p> <p><i>Now that you have chosen some books to read, we will be reading from our book bins each day during Independent Reading. This will happen after we meet here for our mini-lesson and I teach you a reading skill that you may practice. Most importantly, independent reading is a time to enjoy books and grow as readers.</i></p>
Active Engagement	<p><i>Let's create this chart together to help remind us what we should do during the Reader's Workshop that will help us become better readers. Turn and talk to your partner about what we should see or hear during this time.</i></p> <p><i>Give a few minutes for partners to talk, then elicit responses and add to anchor chart, to be posted in the classroom and referred to each day for the next few weeks before send off to Independent Reading. Possible rules: Go to reading spot quickly, start reading right away, be respectful of other people's reading by not talking or walking, read the whole time.</i></p> <p><i>Choose a student to model independent reading incorrectly. This can be a "challenging" student who you know wants to get this out of his/her system. Then have that same student model CORRECTLY so s/he has a chance to receive the positive recognition.</i></p>
Independent Practice	<p><i>For the rest of this year, I want you to remember that it is very important to respect other readers so everyone can do their best work. Today during independent reading, think about how readers practice their reading. Look around and notice what you see and hear. After independent reading today we will look at our chart and see if our classroom was a good environment for learning.</i></p> <p><i>Now that we have these rules for what our independent reading time looks like and sounds like, who thinks they can go off to Independent Reading time the CORRECT way? (Call on the students who will go quickly and quietly so the other students will (hopefully) follow their examples.)</i></p> <p><i>Important: If all students are not able to get started correctly, the entire class starts over-- as many times as necessary. They are training their bodies to follow a certain routine, and the way they practice in the beginning will determine how it goes for the rest of the school year. Do not let students "kind of" follow expectations, or your workshop will never look and sound the way it should.</i></p>
Group Share	<i>Let's share some things you noticed today during independent reading. What did you see? What did you hear?</i>

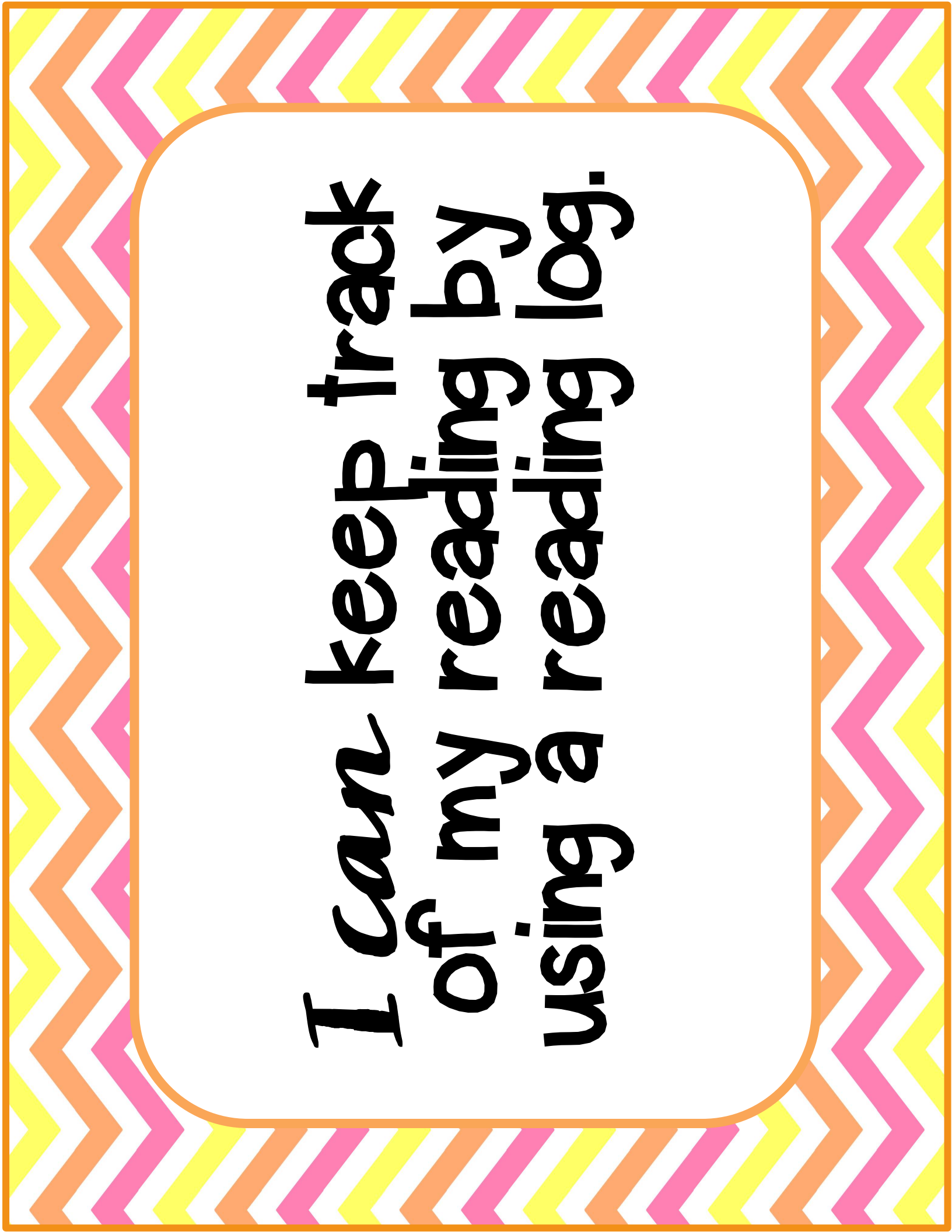
*I can respect  
others by following  
the rules of the  
reader's workshop.*

[illegible]

## Session 7

# READING LOGS

Materials	<p>-Enlarged copy of book log you wish to use (I have attached a copy of the one I use that fits nicely into the books students are reading and also serves as their bookmark)</p> <p>-Books to model recording with reading log</p>
Connection	<p><i>We have been reading a lot during Reader's Workshop and we have talked a lot about how readers choose books that are "just right" and stay interested in them. Today we are going to talk about another thing good readers do to see how their reading is going.</i></p>
Teaching	<p><i>Throughout this year you will be reading many books. It's really important that you keep track of the books you read and the pace you read them. Another day soon we will reflect on our progress using these reading logs. For now, it's important for you to know how to keep track of what you're reading each day. When I come around to talk with you about your books, one of the things that will help me know how you're doing as a reader will be this reading log.</i></p> <p><i>Today, each of you will receive a reading log that looks like this.</i></p> <p><i>Display the version of the book log you intend to use. Describe the procedures you expect for filling it out (when; how often; information to record possibly including title, author, genre, date started and/or finished or abandoned; where log will be stored possibly inside book; and anything else). If you need to explain any of the information that you expect to be recorded (for example, genre) be sure to do so.</i></p> <p><i>Model filling in an entry for at least one book.</i></p>
Active Engagement	<p><i>Let's try recording together the part of this book I've just read.</i></p> <p><i>Have students help filling in another reading log entry.</i></p>
Independent Practice	<p><i>So, from now on you are going to be keeping track of the books you read. At the beginning of independent reading you will record ____, and at the end you will record ____.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p><i>Discuss with a partner the entry you wrote on your reading log today and tell about how you filled it out.</i></p>



*I can* keep track  
of my reading by  
using a reading log.

Bookmark Reading Log for _____				
Book Title	Date	from page	to page	

Bookmark Reading Log for _____				
Book Title	Date	from page	to page	

Bookmark Reading Log for _____				
Book Title	Date	from page	to page	

Bookmark Reading Log for _____				
Book Title	Date	from page	to page	

\_\_\_\_\_’s Reading Log

[illegible]



# Session 8

## SETTING A PURPOSE FOR READING

### (Fiction or Nonfiction)

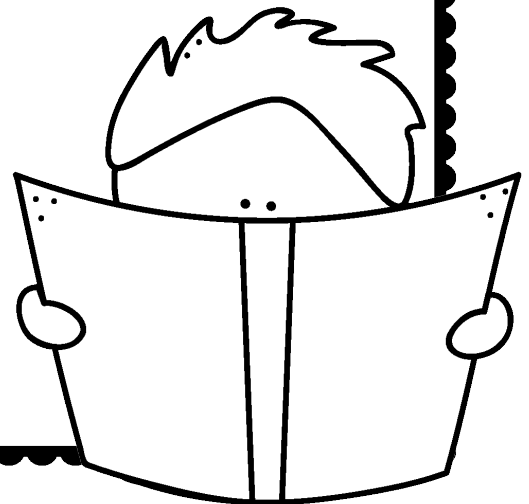
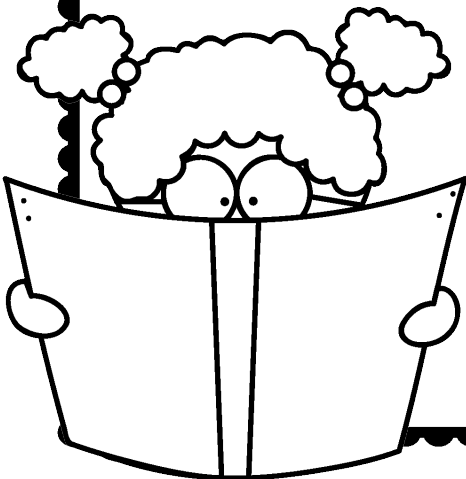
Materials	<p>-a book to preview for demonstration</p> <p>-example Chart: "What I Know/What I Wonder"</p> <p>-students each bring one book from their book bins to the meeting area</p>
Connection	<p><i>We have been talking about and practicing many routines for the Reader's Workshop. Today we will learn how to set a purpose for reading. This is something you will do after you preview a book and decide it's "just right" for you.</i></p>
Teaching	<p><i>Whether you choose to read fiction or nonfiction, it's important for you to set a purpose for reading. We can think of this as "What I Know and What I Wonder". This will help you stay focused and monitor your comprehension as you read. While reading, your purpose will be to think about what you already know and wonder about, and how your ideas form and change throughout your reading.</i></p> <p><i>Demonstrate what you already know about a book during or after previewing it, and what those things make you wonder. For example, setting, plot, ideas about character, etc.</i></p> <p><u>Nonfiction example:</u> <i>For example, as I preview this book about insects, I know this book will focus mainly on a few types, and I wonder about how these insects relate to each other. What do they have in common? How are they different? Are they harmful to humans? Where do they live? The questions I've just asked fall under the "What I Wonder" category and become my purpose for reading.</i></p> <p><u>Fiction (picture book) example:</u> <i>As I preview this book <u>Amos &amp; Boris</u> by William Steig, I know that it will be a story about a mouse and a whale who are friends, and that it must be fiction because mice and whales cannot be friends in real life. I also know that the mouse goes on a journey, and wonder about the things that happen to him. I also wonder how the whale becomes involved with the mouse. Do they both end up helping each other at some point? All of these questions I wonder about have helped me set a purpose for reading.</i></p> <p><u>Other fiction example:</u> <i>Even though this book doesn't have any pictures, there are several things I already know. Since I've read the back cover, I know a bit about the plot and character (list those things), and I wonder ____.</i></p> <p><i>Another way I might know something about a story in order to set a purpose for reading is if I've read other books with the same character.</i></p>
Active Engagement	<p><i>With your partner, I'd like for you to preview one of the books you brought to our lesson today, and set your purpose for reading. Your purpose may be different than your partners, and that's okay! Think about what you already know about the characters, topic, plot, or genre, and what you wonder about that will help keep you focused as you read.</i></p>
Independent Practice	<p><i>Today, during your independent reading time, you will be setting a purpose for the next book that you want to read from your bin. As I come around to meet with you, please be ready to tell me about your thinking... what you know and what you wonder about that book.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p><i>Who would like to share a purpose for reading one of his or her books?</i></p>

*I can set a*  
**Purpose for**  
**reading before**  
**beginning.**

# Setting a Purpose for Reading

What I Know

What I Wonder



# Session 9

## ACQUIRING NEW VOCABULARY

Materials	<p>Mentor Text: Any book to help you model learning new vocabulary by using context clues. (You will also need to find a few difficult words in the book to model this strategy and to use for the active engagement.)</p> <p>Anchor Chart: "How Do We Learn New Vocabulary?"</p>
Connection	<p><i>As you read different genres of books, even books that are "just right", you will come across some words you don't know. When this happens, it's important that you don't just skip the word and continue reading. Today I'm going to teach you a few strategies for learning what those unfamiliar words mean.</i></p>
Teaching	<p><i>One way you can learn what an unfamiliar word means is to look for context clues. Has the author included some clue words to let you know what that unfamiliar word might mean? These clue words might be in the same sentence as the unfamiliar word, or in the sentence before or after. (Give example from the book you've chosen.)</i></p> <p><i>Another way you can learn new vocabulary is to think about a possible synonym that would make sense if you replaced the unfamiliar word with it. (Give example from the book you've chosen.)</i></p> <p><i>Finally, if neither of these strategies works for you, and you're still unsure about what a word means, you should write it down on a sticky note, and look it up in a dictionary OR ask me what it means during our next conference.*</i></p> <p><i>(* this depends on your preference for what you want students to do in this situation.)</i></p>
Active Engagement	<p><i>Turn and talk to your partner about what you did the last time you came across a word that you didn't know, and what you did as a reader. Then discuss how that is the same or different from what you would do now that we've discussed these strategies.</i></p>
Independent Practice	<p><i>As you read independently today, remember that learning new vocabulary is an important part of being a good reader. Make sure you use these strategies to figure out the meaning of a new word. As I come around to meet with you, I will be asking you about new words from your text.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p><i>Who would like to share a new word they learned during their independent reading?</i></p>

*I can learn new*  
**vocabulary by**  
**using context clues**  
**in my reading.**

# Session 10

## WHAT IS A READING CONFERENCE?

Materials	<ul style="list-style-type: none"> <li>-Conferring Schedule</li> <li>-Conferring Notes sheet</li> <li>-Status of the Class sheet (optional)</li> </ul>
Connection	<p><i>Every day during your Independent Reading, you'll notice that I move around to talk to you about your reading. I take notes on this sheet I have with me (refer to Conferring Notes sheet). This helps me learn about you as readers and helps me know what I can teach you so that you become even better! That's why, when I'm working with a reader during a reading conference, it's important that we don't get interrupted. Today, I want to teach you about the jobs we all have during these conferences.</i></p>
Teaching	<p>Demonstrate a reading conference with a volunteer so that all students can see. Watch closely what I'm doing and what (student) is doing.</p> <p>Talk to the student about the book s/he is reading, what his/her goals are, etc., and write down information on your conferring notes sheet.</p> <p>Then ask the students what they noticed. Turn and tell your neighbor what you noticed. Listen to comments.</p> <p><i>You guys are absolutely right. I sat near (student), watched her closely, wrote stuff down, and talked to her about her reading. My job is to teach (student) something that will help her become a stronger reader. S/he also had an important job because she was doing reading work and then talking to me about it. This is called a reading conference, and it's important for us to have this time together. But I need all of your help. When I'm conferring with someone, it's important that no one interrupts. That means not coming up to me when I'm working with someone. It's a very important rule that we've already mentioned—we all stay in our reading spots during Independent Reading. If you do interrupt, I will not answer your question, but will ask you to go back to your reading spot. Your interruption would be unfair to the student I'm conferring with, because it would take my attention away from her.</i></p>
Active Engagement	<p><i>Right now, I want you to turn to your partner and remind her about what everyone in the room should be doing during a reading conference. List the things on your fingers. As they turn and talk, listen in and afterwards, report back the things they said.</i></p>
Independent Practice	<p><i>Today during Independent Reading, and every day for that matter, I'm going to have a few conferences. For now, this will be our weekly conference schedule (show schedule). As we have more conferences together, I'm going to ask you to make sure you're prepared to talk to me about something specific during our time together, but for this week, I'll just be meeting with each of you to show you what our time together will be like.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p>Congratulate the students for staying focused during reading time while you were conferencing with others.</p>

Optional: Before sending students off for Independent Reading, call each student's name and record the book s/he is reading or the strategy s/he will be attempting that day. You may do this any or every day as part of your send-off routine.

*I can use reading*  
conferences to  
share my thinking  
about books with  
my teacher.



[illegible][illegible]

# Reading Conference Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Make-ups

# Conferring With Readers

## (A Teacher's Cheat Sheet)

If the student is struggling with...	Possible Teaching Point
Retelling	Good readers tell the story in order, including the most important parts.
Making Inferences	Good readers think about what they already know and use clues from the story (actions and dialogue) to determine what the author doesn't tell us about a character or event.
Main Idea/ Determining Importance	Good readers think about the most important parts of the story by choosing the words that stick out or ideas that are repeated.
Visualizing	Good readers make pictures in their minds while they're reading, based on words the author uses.
Making Connections	Good readers connect what they're reading to other information they know, especially from other books, characters, and events.
Determining Cause & Effect	Good readers think about <i>why</i> something happens in a book to determine how or why things change (or stay the same) throughout the text.
Keeping Book Talk Going	Good readers add on to what a partner says about a book, using sentence stems and skills from other mini-lessons to keep book talk going when they get stuck.
Asking & Answering Questions	Good readers ask questions as they read, think about what the answers might be, and look for evidence of questions being answered throughout the text.
Monitoring Comprehension	Good readers think about what they're reading to make sure it makes sense, and when it doesn't, they stop and reread to clarify meaning.

# Conferring Notes

Student: \_\_\_\_\_

Goal: \_\_\_\_\_

Gather Info	Teaching Point	Notes
Book:  Retell: 4 3 2 1 Skill Used:		
Book:  Retell: 4 3 2 1 Skill Used:		
Book:  Retell: 4 3 2 1 Skill Used:		
Book:  Retell: 4 3 2 1 Skill Used:		
Book:  Retell: 4 3 2 1 Skill Used:		

# Session 11

## GOOD READERS BUILD STAMINA

Materials	<ul style="list-style-type: none"> <li>- Reading log</li> <li>- Sticky notes or other way of marking progress through book</li> <li>- "Tracking Our Reading Stamina" chart</li> </ul>
Connection	<p><i>As we work towards become better readers this year, the best way to grow in your reading is to spend more and more time reading, thinking, and talking about books. Just like athletes have to practice their sport lots and lots in order to grow better and better, it is the same with reading. Today we're going to talk about how you can build your reading strength.</i></p>
Teaching	<p><i>One thing we all have to do to become better at something—anything—is to build our stamina. Stamina is the ability to stay with something, even though it might be hard and even if your body and brain gets tired. It's important to keep track of how we're progressing at something by monitoring our stamina.</i></p> <p><i>Throughout the year we will be building our reading stamina. We need to be able to stick with our reading and our thinking about our reading, even when your brain get tired. To do this, we are going to stick with our reading, practicing each day (or week) for longer periods of time. We will keep track of how we are progressing and how our stamina is going so that we can continue to improve and get stronger.</i></p> <p><i>Today we are going to talk about one way to build your reading stamina.</i></p> <p><i><u>Option 1:</u> I have been keeping track of my reading in my reading log, and today I'm going to take a look at it to see how many pages I've been reading each day. I'm going to try to read a little more than what I've been reading each day, even if it's only a few pages.</i></p> <p><i><u>Option 2:</u> We are also going to keep track of the number of minutes we read each day (or week) on this graph (see attached graph).</i></p> <p><i><u>Option 3:</u> I have 5 sticky notes here labeled Monday, Tuesday, Wednesday, Thursday and Friday. Here is the book I will be reading for my independent reading this week. Each day when I finish, I will put a sticky note on the page where I finish. Then I can count how many pages I read that day, and put the sticky note for the following day where I should finish, while increasing my stamina by just a page or two. This way I can try to increase my stamina just a little bit each day this week. After the week is over I should see that I have made consistent progress through my book for the week.</i></p>
Active Engagement	<p><i>Write down the page numbers where your sticky notes are so students can discuss your stamina.</i></p> <p><i>Let's look at where my sticky notes are. What do you notice about my reading? Was it always consistent? What does this show about my stamina everyday? Turn and talk to your partner about how my stamina went this week.</i></p>
Independent Practice	<p><i>Today while you are reading keep track of how your stamina is going. You may or may not wish to have all or some of the students use the sticky note strategy or another you have introduced.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p><i>Who can talk about how their stamina went today?</i></p>

*I can* increase my  
reading stamina by  
reading more each  
day.





(mark for being on task at the minute)

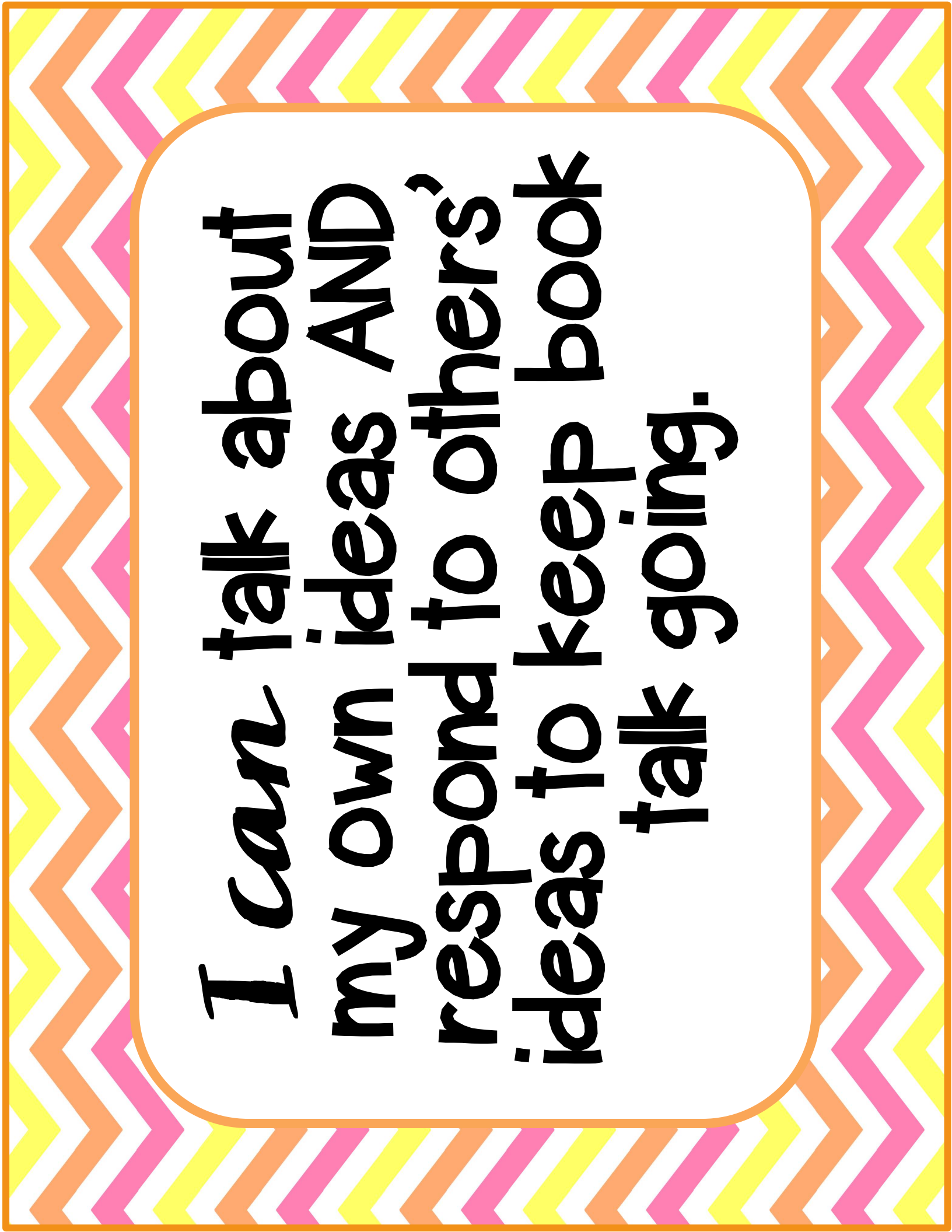
(mark for being on task at the minute)

[illegible]

# Session 12

## GOOD READERS TALK ABOUT BOOKS

Materials	<p>-Favorite classroom book to use for modeling</p> <p>-Anchor chart: "How to Keep Book Talk Going" (attached)</p>
Connection	<p><i>We've been doing lots of thinking about books during our mini-lesson, and lots of independent reading and conferencing, and today I want to teach you a bit more about talking about books with a partner during our Group Share at the end of the Reader's Workshop.</i></p>
Teaching	<p><i>One thing that good readers do is talk about their books. Today, I'm going to teach you how to talk to others about the books that you are reading. Good readers learn from each other by sharing their ideas and their thinking.</i></p> <p><i>And here's the challenge: when it's your turn to talk, try to respond to your partner's ideas <b>INSTEAD OF</b> just telling your own ideas. This may seem difficult at first, but don't worry, we'll be working on this skill throughout the year.</i></p> <p><i>Now watch me as I use this anchor chart to talk about one of our favorite books [use a favorite classroom book for modeling].</i></p> <p><i>Teacher models book talk by using conversational prompts from anchor chart, and show students how to be prepared, stay on topic and add on to what a partner says.</i></p> <p><i>Note: The skill of talking about books and ideas should be reinforced through many readers' workshop lessons throughout the school year.</i></p>
Active Engagement	<p><i>Turn and talk about what you noticed as I talked about this book. What kinds of things did I say or do that helped you to understand my thinking better? [Give a minute or two for discussion.]</i></p> <p><i>Did anyone think of anything we could add to our anchor chart for keeping book talk going? (If so, add to chart if it makes sense.)</i></p> <p><i>Post chart in the classroom.</i></p>
Independent Practice	<p><i>While you are reading today, think about something about your book or something that you learned about reading that you would like to share with the group. Be sure to think about the ideas for book talk that we listed on our chart.</i></p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p><i>Option 1: Turn and talk to your partner about the book you read today. Use the anchor chart when you need to.</i></p> <p><i>Option 2: Who would like to share a book talk with a partner in front of the class today?</i></p>



*I can* talk about  
my own ideas AND  
respond to others'  
ideas to keep book  
talk going.

# How to Keep Book Talk Going

## Partner A

Talk about a BIG moment or realization for one of the characters

Talk about a part where you noticed a writer's craft

Talk about a part that you didn't understand

Talk about a part that you could really visualize

## Partner B

Can you say more about that?

What makes you think that?

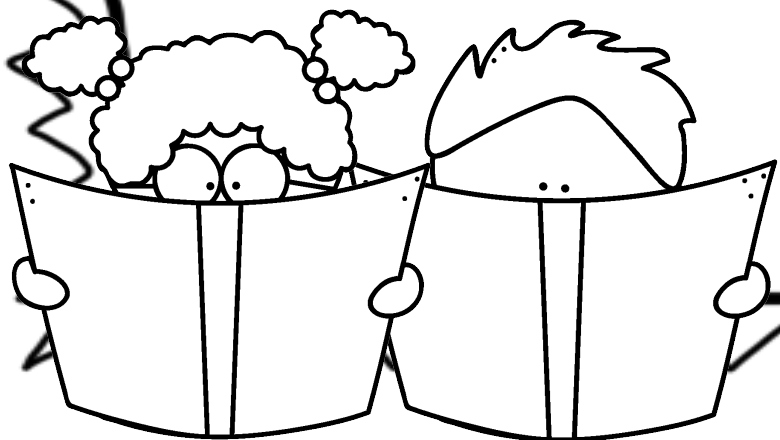
So, what you're saying is...

I think I disagree because...

That sounds \_\_\_\_\_ because...

I agree with \_\_\_\_\_ because...

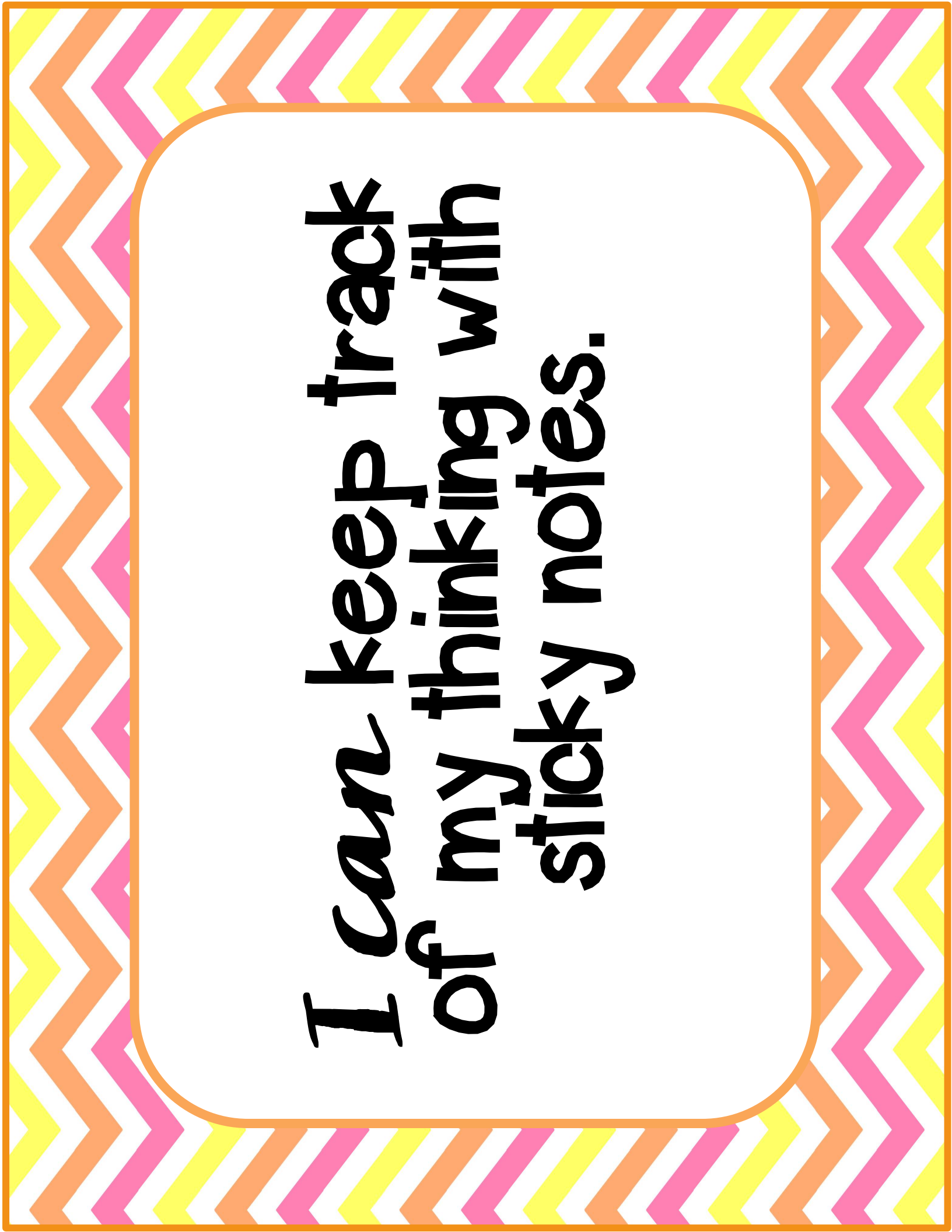
Can you show me where you read that?



## Session 13

# KEEP TRACK OF YOUR THINKING WITH STICKY NOTES

Materials	<p>-Book to demonstrate some thinking</p> <p>Sticky notes</p> <p>Optional: anchor chart on sticky note usage and guidelines</p>
Connection	<p><i>You will be doing so much reading this year and more importantly, so much thinking and talking about your reading. It is really important that you keep track of your thinking and remember it so that you can talk about it and grow your ideas as you continue to learn how to be a better reader.</i></p>
Teaching	<p><u>Option 1:</u> As you learn about ways to become a better reader, you'll want to keep track of your ideas. You will be sharing your thinking with other students and with me, so you need a way to remember what you were thinking at different parts of the book. One way to keep track of your thinking is by writing your ideas down on sticky notes and then sticking the note right to the page where you had a particular idea.</p> <p>Demonstrate reading a few pages of a short book. Stop and discuss your thinking at various points-- make a connection, an inference, etc. (You don't need to name the types of thinking at this point.) Write each thought on a sticky note as you discuss it, and put the sticky note on that page in the book.</p> <p>You may want to set guidelines for how often students should jot their thinking on a sticky note (for example, no more than 3 times per reading session), and whether the sticky note should stick out of the book or be inside the book completely. Another issue to be addressed is what students do with the sticky notes after they finish reading the book. (When they take them out, do they put them in their reader's notebooks? Do they organize them in a certain way?)</p> <p><u>Option 2:</u> Another way to use the sticky notes to keep track of your thinking: At the end of our reading time, write a one-sentence summary of what you read so that the following day you can go back to that spot, read your sticky note, and remember exactly what was happening when you last read.</p> <p>You may wish to begin recording your expectations on an anchor chart: "How and Why to Use Sticky Notes."</p>
Active Engagement	<p><i>Turn and talk to a partner about how sticky notes will help you when discussing your ideas with a partner or teacher.</i></p>
Independent Practice	<p><i>Today while you are reading, remember our guidelines for using the sticky notes, and keep track of some of your thinking as you read.</i></p> <p>Decide how many sticky notes to give to each student, and how you will manage this task... each day? each week? as you check the status of the class and dismiss students to their reading spots?</p> <p><i>Now let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</p>
Group Share	<p>Option 1: Share what you recorded on a sticky note with a partner.</p> <p>Option 2: Choose a few students to share one of their sticky notes with the class, and discuss.</p>



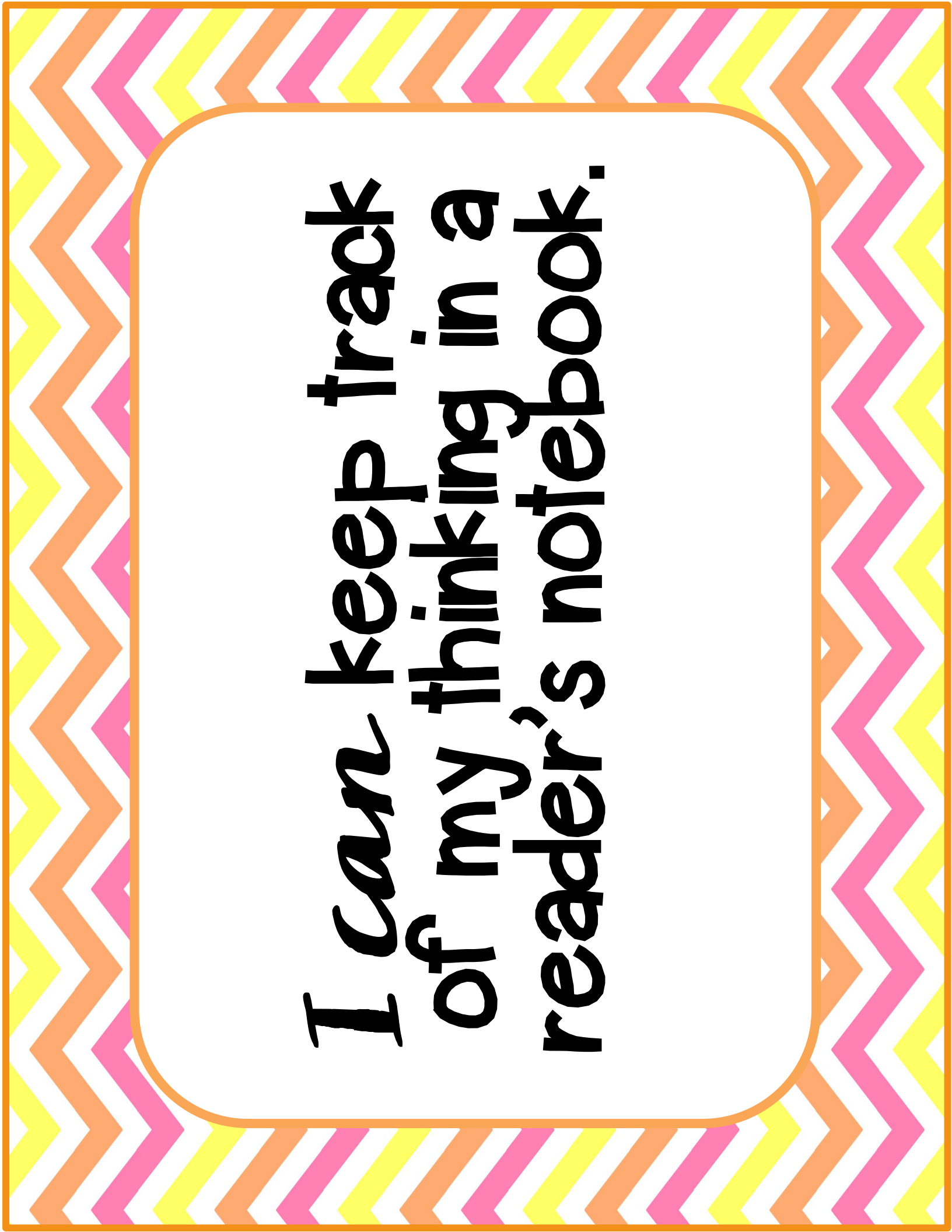
*I can* keep track  
of my thinking with  
sticky notes.

# Session 14

## KEEP TRACK OF YOUR THINKING WITH a READER'S NOTEBOOK

Materials	<p>-Book to demonstrate some thinking</p> <p>-Reader's notebook</p> <p>Optional: anchor chart on using the reader's notebook</p>
Connection	<p><i>Yesterday we learned one way to keep track of our thinking about reading. This is so important so we can talk about all your ideas later, and for you to build onto your thinking. Today we will talk about another way to keep track of your thinking.</i></p>
Teaching	<p><i>Today, each of you will be getting a reader's notebook. You will use this throughout the year to keep track of the reading skills you learn, and you will demonstrate how you use these skills in your reader's notebook. We will also discuss the contents and ideas in your reader's notebook during our reading conferences.</i></p> <p>Demonstrate the heading you want students to use on a page of the reader's notebook. This may include book title &amp; author, page number that sparked an idea, etc.</p> <p><u>Option 1:</u> You may also decide to let students know how many ideas they should put on one page; for example, they may have room for 3-5 thoughts, and should put a squiggly line after each thought. Another option is to have certain pages dedicated to certain types of thinking; for example, one page with the heading "Inferences" or "Connections", but this should come later in the year.</p> <p><u>Option 2:</u> You may decide to use the attached "What I Know/What I Wondered/What I Learned" sheet, and paste it into the reader's notebook. Since students have used the first two columns of the sheet when determining their purpose for reading (see previous lesson), this will serve as a helpful guide inside their reader's notebook, especially at the beginning of the year when they would be unsure of what to write without this.</p> <p>Demonstrate the method that you choose, using the reader's notebook in front of students so they know what theirs should look like.</p> <p>You may wish to record your expectations on an anchor chart "How to Use a Reader's Notebook".</p>
Active Engagement	<p><i>Think about the purpose you've already set for reading the book you're currently reading. Turn and talk to your partner about your thinking that you could include in your reader's notebook.</i></p>
Independent Practice	<p><i>Today during Independent Reading, make sure you keep track of some of your ideas in your reader's notebook.</i></p> <p><i>Let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p>Option 1: <i>Share what you recorded in your reader's notebook with a partner.</i></p> <p>Option 2: <i>Have a few students share their thoughts from their reader's notebooks.</i></p> <p>Discuss.</p>





*I can keep track*  
of my thinking in a  
reader's notebook.

**What I Know**

**What I Wonder**

**What I Learned**

# Reader's Notebook Rubric

Criteria	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Student's notebook is organized and in good condition.			
Student shows evidence of a variety of thinking.			
Student shows evidence of working toward reading goals.			
Notebook reflects skills from mini-lessons and conferences.			

## Explanation of Expectations

Exceeds Expectations: The student shows evidence of skills from every mini-lesson or conference, keeps his/her notebook well-organized according to skill and sticky note, and keeps track of reading goals in detail.

Meets Expectations: The student shows some evidence of different thinking while reading, and his/her reader's notebook is in good condition and mostly organized according to goals or reading skill. Several skills are practiced and reflected upon in the notebook.

Doesn't Meet Expectations: The student rarely demonstrates evidence of thinking about the text, or does not show evidence of strategies from mini-lessons or conferencing during reading. The reader's notebook is disorganized and/or in poor condition.

## Session 15

### INTRO TO NONFICTION

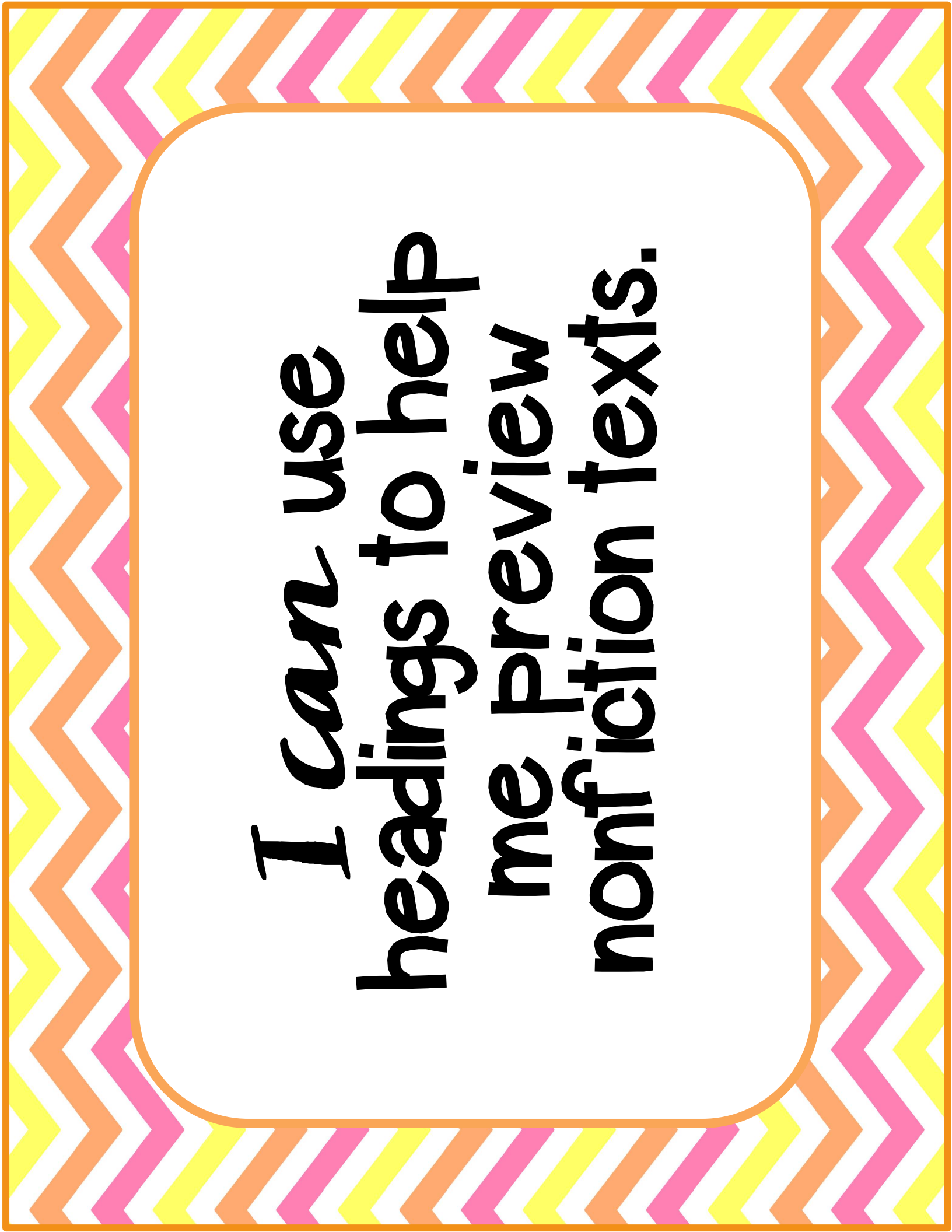
Materials	Mentor Texts: Several nonfiction books, a diary entry from someone famous (online), recipes, a newspaper article, National Geographic or other nonfiction magazine, instructions for electronics or an appliance, a train or bus timetable, etc. (Gather enough of these nonfiction texts to distribute to students for their independent reading time.)
Connection	<i>So far we have been talking a lot about fiction texts, but today we are going to begin discussing nonfiction.</i>
Teaching	<i>I bet you don't realize how many forms of nonfiction you've already read this year! Did you realize the National Geographic magazines we have in class are nonfiction? And your favorite dessert recipes are nonfiction, too!</i> Show students the different types of nonfiction you've gathered.
Active Engagement	<i>Turn and talk to your partner about the kinds of nonfiction texts you've read this year, or will look for during our next book shopping day.</i>
Independent Practice	<i>Today during your Independent Reading, choose some nonfiction texts from the nonfiction bins on your tables/desks. As you read, I want you to think about how nonfiction is different from fiction, and how you read it differently.</i> <i>Let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i> (If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)
Group Share	<i>Who noticed some ways nonfiction is different from fiction?</i> (If students don't notice that nonfiction doesn't have to be read from start to finish, but that readers can decide which parts to read and in whichever order they wish, make sure you talk about this.)

*I can look for*  
**differences**  
**between fiction and**  
**nonfiction as I**  
**read.**

# Session 16

## PREVIEWING NONFICTION

Materials	<p>nonfiction texts with headings</p> <p>-plenty of nonfiction texts for students' tables/desks during Independent Reading</p>
Connection	<p><i>Yesterday we began taking a closer look at nonfiction texts, and we saw how many different types are available for us to read. Today we're going to learn about how information is presented in nonfiction texts, and how to decide if it's a good fit for us as a reader.</i></p>
Teaching	<p><i>Many nonfiction texts have one important feature that helps us know what the text will be about. That feature is called a heading. The heading is usually only a few words, but it tells us what the following paragraph(s) or page(s) will be about. As we preview the text and look at its headings, we can think about what the entire text is mostly about, and what it will teach us. We can also think about how the headings fit together.</i></p> <p><i>For example, in this book, all of the headings have to do with _____, so I think it will teach me _____.</i></p> <p><i>Model with several examples.</i></p>
Active Engagement	<p><i>Turn and talk to your partner about how previewing a nonfiction book will help you as a reader.</i></p>
Independent Practice	<p><i>Today during Independent Reading, I would like for you to preview a few of the nonfiction texts at your desk/table, thinking about how the heading will help you and teach you. Be ready to share at the end of our workshop time.</i></p> <p><i>Let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<p>Ask students to bring to the group share one of the nonfiction books they read during Independent Reading.</p> <p><i>Talk to your partner about what you learned from the headings in your book(s)</i></p>




*I can use*  
headings to help  
me preview  
nonfiction texts.

# Session 17

## WHEN TO ABANDON A BOOK

Materials	-one nonfiction, one fiction, one chapter book from a favorite series
Connection	<i>You've had some time to enjoy several different books, and to hear about several books your friends and partners are reading. You may even want to read one of the books you've heard about. Sometimes these books are at a "just right" level for you for fluency, comprehension, and interest. But occasionally you may discover that the book isn't one that you can really get into.</i>
Teaching	<p><i>Today, we're going to talk about why readers sometimes abandon (leave, or give up on) books before they finish reading them. I have noticed that some of you don't finish the books you start reading. This is called abandoning a book. Sometimes after trying to read a book, a reader decides they're not enjoying it or they don't understand it, so they want to stop reading it.</i></p> <p>Demonstrate reading and thinking aloud about why you would abandon a book. For example:</p> <ul style="list-style-type: none"> <li>• Read several parts from a nonfiction book that you pretend not to understand and say: <i>I did not have the background knowledge about this topic so I got confused.</i></li> <li>• Read a few parts of a fiction book that seem too easy or uninteresting and say: <i>I found this book too easy and it didn't keep me interested.</i></li> <li>• Show a book from a series and say: <i>This book from the series didn't interest me the way the others did because...</i></li> </ul> <p><i>But remember, we can almost always avoid the need to abandon books by carefully previewing books before we put them into our book bins!</i></p>
Active Engagement	<p><i>Turn and talk to a partner about a book you have abandoned and why you abandoned it. [Give partners a minute to share ideas.]</i></p> <p><i>Let's share our ideas about the good reasons why readers abandon books.</i></p>
Independent Practice	<p><i>I want you to always remember that it is important to give a book a chance before you abandon it. If you are thinking about abandoning a book, think about why, and how you can try to prevent it from happening in the future.</i></p> <p><i>Let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p><i>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</i></p>
Group Share	<i>Has anyone abandoned a book this year? Discuss.</i>





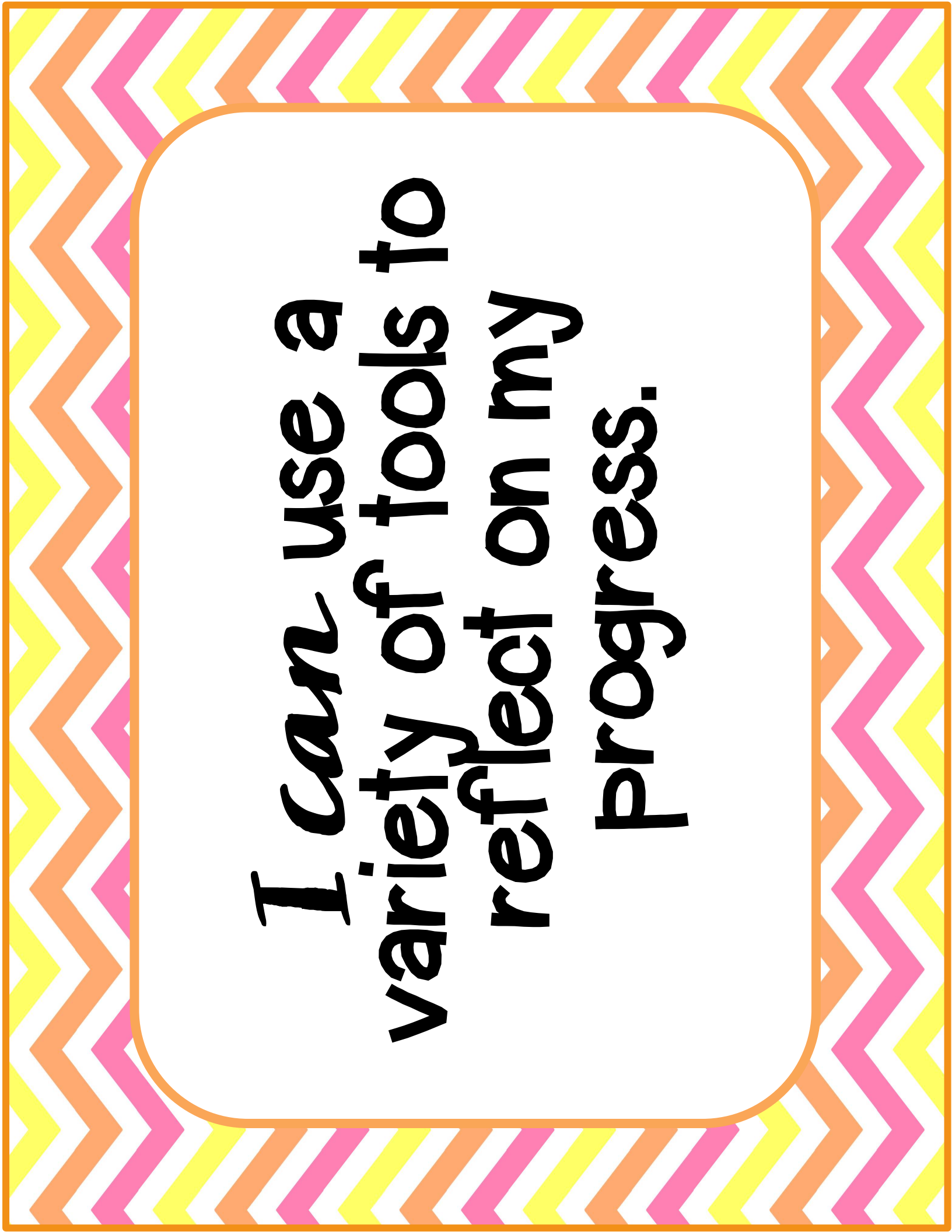
*I can* decide  
when it's time to  
abandon a book.

## Session 18

# REFLECTING ON OUR PROGRESS

Materials	<ul style="list-style-type: none"> <li>-Reading logs (have students bring them to the meeting area)</li> <li>-Reading goals sheet</li> <li>-Reader's notebook</li> </ul>
Connection	<p><i>We have been learning so much about reading, keeping track of our thinking, and growing our ideas. Today we're going to take a step back and reflect on the work we've been doing by looking at several of the ways we've documented our thoughts and our goals.</i></p>
Teaching	<p><i>You have several tools you've been using to help you become better readers.</i></p> <p><i>One of those tools is your reading log. You can use this to help you reflect on your progress. One of the things to look at is the types of books you've been reading. Do you tend to stick with the same genre, or have you tried different ones? Also, how long does it take you to finish a book, in general? What can you notice about your stamina?</i></p> <p><i>When you look at your reader's notebook or your sticky notes, are you noticing different kinds of thinking happening? How often are you jotting down your ideas? Do you build on your ideas throughout the book?</i></p> <p><i>After you reflect on these items, I want you to take another look at your reading goals. How are you doing? Are you close to achieving them, or have you done so already? If you have achieved a goal, it's time to set a new one!</i></p>
Active Engagement	<p><i>Take a few moments to reflect on your reading logs. What do you notice? Wait a minute or two, then have students turn and talk about what they notice.</i></p>
Independent Practice	<p>Have students reflect on their reading logs, reader's notebook, and/or reading goals. (See attached reflection sheets.)</p> <p>You may want students to choose new goals at this time, and reflect on why they were/were not successful in accomplishing their goals during the first reading unit.</p>
Group Share	<p><i>Would anyone like to share a new reading goal they have after reflecting on the reading log or reader's notebook?</i></p> <p>Discuss.</p>

Optional: You may also choose to do an end of the unit reading reflection



*I can use a*  
variety of tools to  
reflect on my  
progress.

# Reading Log Reflection

Are you reading a variety of books?

---

What kinds of books are missing from your reading?

---

How do you choose books?

---

Do you notice any patterns in your book selection?

---

Do you read some books faster than others?

If so, why do you think that is?

---

Have you abandoned any books? Why?

---

Do you have anything you want to work on when choosing books?

---

The page is framed by a decorative border of stars. There are 12 stars along the top edge, 12 along the bottom edge, and 12 along each of the two side edges, for a total of 48 stars. The stars are of varying sizes and are arranged in a slightly irregular, hand-drawn pattern.

# End of Unit Reading Reflection

Using your reading log, list the books you've finished this unit (at home and at school):

---

---

List any books that you've abandoned, and why:

---

---

Did you find any new series or character that you like?

---

---

What are the genres that you read this unit?

---

---

What reading goals have you accomplished this unit?

---

---

What are your reading goals for the next unit?

---

---

## Session 19

# SIGNING UP FOR A STRATEGY GROUP

Materials	-Strategy group signup sheet
Connection	<i>Now that we've established our rules and expectations for the Reader's Workshop, and I've been conferring with everyone, I've noticed that there are certain areas that we still need to focus on to make sure you're off to a strong start. Today, I'm going to teach you how to sign up for a strategy group.</i>
Teaching	<i>A strategy group is a small group of students I meet with to focus on one specific goal. These goals or skills will change throughout the year, depending on your needs. At the beginning of the year, I notice that many of you need help and extra practice with certain things, so I've created groups to focus on these skills. It's up to you which group you'd like to sign up for, but I ask that everyone sign up for one group. I will meet with each group during the week, usually only once per week. We may have one session together, or we may have a few, depending on how well it goes and what you're able to do independently after the strategy group.</i>
Active Engagement	<i>Right now, the groups I've decided on are (list here). Think about what makes the most sense for you as a reader, something that you could use more practice with, or another explanation of.</i> See attached strategy group signup sheet for possibilities; however, the groups can focus on anything you see the need for.
Independent Practice	Students sign up for a strategy group as they're dismissed for independent reading. You may also choose to have them fill out the explanation sheet (attached).
Group Share	Share with a partner why you chose to sign up for a certain strategy group.

*I can decide what*  
**I need to practice,  
and take part in the  
strategy group that  
will help me.**

# Strategy Group

## *Sign Up*

Skill: Using a Reader's Notebook

Students:

Skill: Keeping Track of a Reading Log

Students:

Skill: Talking with a Partner about  
Reading

Students:

Skill: Monitoring Comprehension

Students:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Which strategy group(s) did you sign up for?

Why did you sign up for this group?

How will this group help you as a reader?

How does this group relate to your reading goals?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Which strategy group(s) did you sign up for?

Why did you sign up for this group?

How will this group help you as a reader?

How does this group relate to your reading goals?

## Session 20

### SHOW WHAT YOU KNOW (Exit Slips)

Materials	-Exit slips (see attached)
Connection	<i>Recently we reflected on our goals and progress in reading. Today I will teach you another way we can reflect on our progress and show what we've learned from a mini-lesson or unit.</i>
Teaching	<p>Decide on the method you will use for exit slips. Some teachers ask students to complete an exit slip on certain days; other teachers allow students to decide when to complete an exit slip, as long as it's done by the end of the week. You may also choose to have students post their exit slips in a designated place...on a bulletin board or pocket chart in a space with their name so you can see right away who's exit slip is missing. This also allows students to read their peers' thinking.</p> <p><i>This way to show what we have learned are called exit slips. They help me know how well you have understood a lesson by helping you express how you think about new information. These exit slips ask you to respond to a question or prompt, and there are many different forms.</i></p> <p>At this point, discuss the way you've decided to use exit slips in your classroom. There are sample exit slips attached, but the possibilities are endless.</p>
Active Engagement	<p><u>Option 1:</u> Turn and talk to your partner about which exit slip you will choose after today's lesson.</p> <p><u>Option 2:</u> Turn and talk to your partner about how we will use exit slips in our classroom.</p>
Independent Practice	<p><i>After your reading today, I'm going to ask you to complete one of these exit slips. (Decide which exit slips you will use.) Then we will discuss these during our Group Share.</i></p> <p><i>Let's go to our reading spots quickly and quietly, thinking about how we want our Independent Reading time to look and sound.</i></p> <p>(If students don't follow expectations, have them come back to the meeting area as many times as it takes until they do follow expectations.)</p>
Group Share	Discuss exit slips, highlighting that not every student chose to use the same exit slip.

*I can use exit*  
slips to show what  
I've learned.

# Exit Slips

Name:

The most important thing I learned this week was...

Name:

I need more practice or help with....

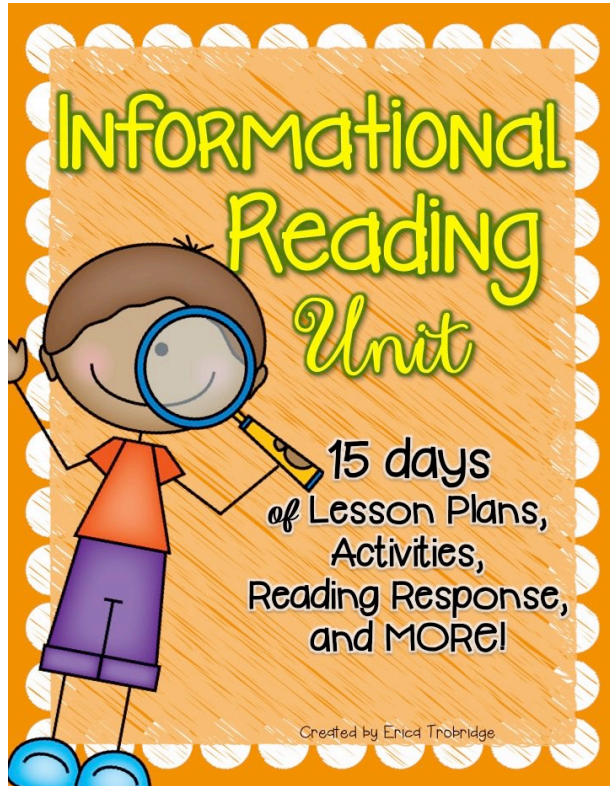
Name:

Discuss one way you used a skill from our lesson in your reading.

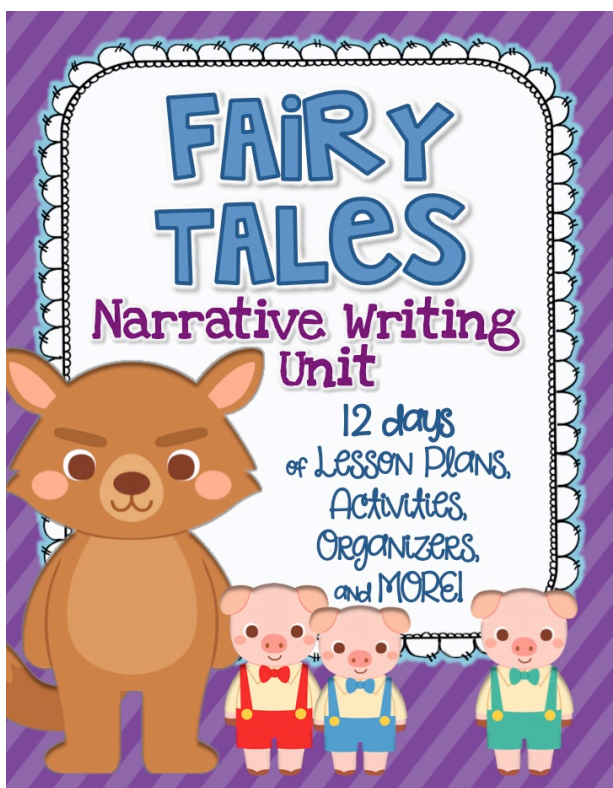
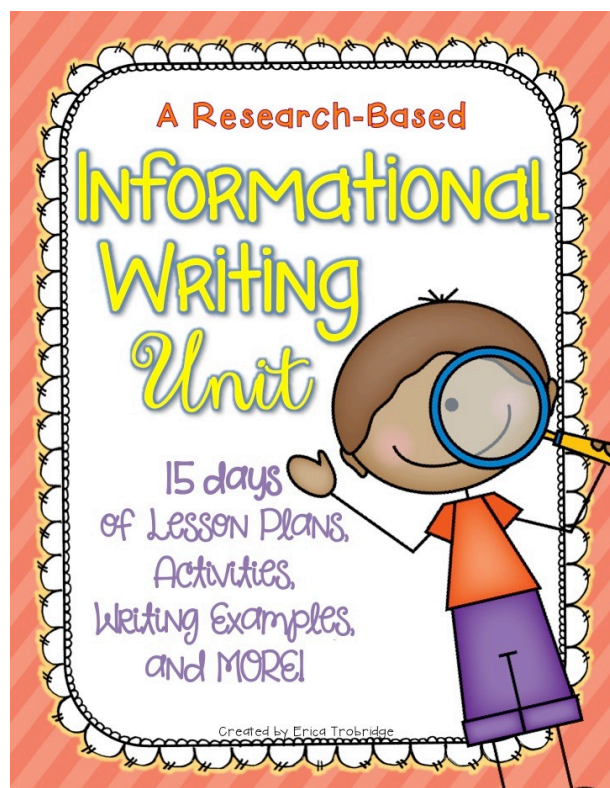


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## Reading Units



## Writing Units



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